

# **GRANT COUNTY SCHOOLS**

## **Certified Personnel Evaluation Plan**



**Grant County Board of Education  
820 Arnie Risen Blvd.  
Williamstown, Kentucky 41097**

**Michael Hibbett, Superintendent**

**Approval Date:  
Board Approval Number:**

**Superintendent Signature/Date** \_\_\_\_\_

**Board Chairman Signature/Date** \_\_\_\_\_

## **Evaluation Committee 2008-2009**

Jennifer Wright	Chairman Assistant Superintendent
Claudette Herald	Member GCHS Principal
Heather Clay	Member CMZ Principal
Jill Perry	Member Elementary Teacher
Paul Simpson	Member Middle School Teacher
Justin Hollingsworth	Member High School Teacher

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# **ASSURANCES**

## **CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

The Grant County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All certified employees of the Grant County School District will be evaluated annually.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures by the district office annually.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The Local District Evaluation Appeals Panel will provide each person evaluated the opportunity for a review of the summative evaluation. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeal.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.

\_\_\_\_\_  
Michael Hibbett  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tracy Goe  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

# Definitions

<b><u>Administrator</u></b>	Any certified staff person who devotes the majority of his employed time to serve as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.
<b><u>Conference</u></b>	A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
<b><u>Evaluation</u></b>	The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.
<b><u>Formative Evaluation</u></b>	A continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
<b><u>Indicators</u></b>	Measurable behaviors and outcomes which demonstrate performance criteria.
<b><u>Individual Corrective Action Plan</u></b>	A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Did Not Meet Standard". The plan shall include objectives, procedures and activities for achieving objectives, appraisal methods, and target dates for completion.
<b><u>Initial</u></b>	The first in an evaluation cycle.
<b><u>Job Category</u></b>	The term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, director)
<b><u>Observation</u></b>	A process of gathering information in the performance of duty, based upon predetermined criteria in the district plan.
<b><u>Other Support Staff</u></b>	Any certified staff other than teacher or administrator.
<b><u>Performance Criteria</u></b>	Performance areas, skills, or outcomes on which the certified employee shall be evaluated based on the position and the district plan.
<b><u>Position</u></b>	A professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

**Professional  
Growth Plan**

A plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development or consolidated transformation plans.

**Teacher**

Any certified staff person who directly instructs students.

**Summative  
Evaluation**

The summary of, and conclusions from, all evaluation data, including but limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

**Standard of  
Performance**

Acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

## EVALUATION CYCLE TIMELINE



<b><u>DATE</u></b>	
<b>First Month After Reporting to Work</b>	1. Initial explanation and discussion of the Evaluation Plan with certified staff.
<b>By October 1</b>	2. Development of the Professional Growth Plan Growth Plans can be written after May 1 <sup>st</sup> of preceding year for returning staff.
<b>Within 5 Working Days before the Official Formative Observation</b>	3. Pre-Observation Conference
<b>By December 1</b>	4. 1 <sup>st</sup> Formative Evaluation
<b>Within 5 Working Days of the Formative Evaluation</b>	5. Post Observation Conference
<b>Ongoing</b>	6. Walkthroughs
<b>By March 15<sup>th</sup></b>	7. Third party observer request
<b>By April 15<sup>th</sup></b>	8. Summative Evaluation to Principals
<b>Within five working days of the Summative Conference</b>	9. Summative Evaluation Appeal
<b>By April 16<sup>th</sup></b>	10. Summative Evaluations to District Contact Person
<b>As Needed Throughout the Process</b>	11. Corrective Action Plan

## **Primary Evaluator**

The immediate supervisor of the certified employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the evaluator. Itinerant certified personnel will be assigned a primary evaluator by the superintendent or his designee. The itinerant certified employee shall be notified as to the assigned primary evaluator.

## **Monitoring and Observations of Performance**

The certified personnel evaluation system measures the certified employee's progress toward meeting the performance standards designated for each job classification.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation process as implemented by the Grant County Evaluation Plan will be an ongoing procedure that includes formative evaluation and summative evaluation. In addition to the formal classroom observations, other formative data (walkthroughs, snapshot observations, etc.) may be included in the evaluation as long as the evaluatee has full knowledge of the data. The evaluator shall make recommendations to the superintendent annually regarding the employment status of each certified employee. The recommendations shall be (a) re-employ, (b) re-employ and recommend for tenure status, or (c) not recommended for re-employment. All formative data shall be maintained in the employee's evaluation folder for a minimum of three years. All summative reports shall be maintained permanently in the employee's personnel file.

## **Notification of Evaluation Criteria**

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by KDE to local systems of certified personnel evaluation that occur after the end of the certified employer's first school month shall not apply to the employees until the following school year.

## **Contact Person**

Any questions or concerns regarding the Grant County Schools Certified Personnel Evaluation Plan should be addressed to the Assistant Superintendent, Grant County Board of Education.

## **Non-tenured Certified Employees**

All non-tenured certified employees shall be evaluated annually. All activities and performances related to certified personnel's employment are open for observation and monitoring by the primary evaluator. Other administrative personnel as designated by the superintendent and/or the primary evaluator may observe and monitor the performance of certified personnel. Data collected shall be presented to the primary evaluator as formative evaluation documentation.

### **Formative Evaluation**

Each non-tenured teacher shall be formally observed a minimum of two times during each school year. At least five teaching days prior to the first formal observation, a pre-observation conference shall be held. The pre-observation conference shall consist of:

1. Scheduling a date and time for the first observation
2. Answering questions related to evaluation procedures
3. And a discussion of the expected performance standards.

The evaluator shall present to the teacher a pre-observation form which is to be completed by the teacher and returned to the evaluator by an agreed upon date and time. The length of each formal observation shall be of adequate time to collect data during a full teaching segment. A segment is defined as the time a teacher instructs/ guides/ facilitates a student-centered learning experience/activity/performance event. A formative conference will be held within one (1) workweek of the first formal observation. The first formative conference must be held prior to December 1 of each school year. A second formal observation, formative conference and the summative conference must be completed prior to April 15 of each year. The second formal observation may be unannounced and does not require a pre-observation conference. A second formative conference shall be held within 5 working days of the second observation. An additional formative report is required if the teacher's performance is unsatisfactory. A satisfactory performance on the second observation shall be documented in the appropriate space on the initial observation report. The teacher and evaluator shall sign and date the report to document the second satisfactory formative observation and monitoring. The teacher shall receive a copy of all formative evaluation reports.

### **Third Party Observer Process**

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than March 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

### **Professional Growth Plan**

A professional growth plan shall be written no earlier than May 1 of each school year for the succeeding school year. In the case of new employees, the growth plan shall be written within thirty days of initial employment. The growth plan shall include specific goals and objectives that are aligned with the school improvement and professional development transformation plans. The plan shall be reviewed annually. Additional goals and objectives may be added to the plan. Any changes in the plan must be made with full knowledge of the evaluatee.

## **Superintendent's Growth Plan**

The evaluation process developed for the superintendent by the board of education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.

## **Individual Corrective Action Plan**

The Individual Corrective Action Plan shall be written upon the determination of the evaluator of a "Standard Not Met" rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the rating of "Standard Not Met" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion.

## **Summative Evaluation**

The employee must meet all the standards set in the evaluation plan in order to have a satisfactory evaluation. The summative conference shall include all evaluation data. A summative evaluation report shall be submitted to the superintendent for his/her review by April 16 annually. The evaluation process shall be completed by April 15 of the evaluation cycle. Both the evaluatee and evaluator must sign the summative report. The evaluatee's signature simply signifies that he/she had an opportunity to review and discuss the summative report including the employment recommendations. The report shall be submitted on the district approved summative evaluation form. The summative report shall be placed in the teacher's personnel file. The teacher shall receive a copy of the summative report within 5 days of the completion of the summative report.

## **Beginning Teacher/Principal Internship**

The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern. The internship observations and forms completed by the principal/superintendent or designee may be substituted for the formative data evaluation process. The summative evaluation must be recorded on the district form.

### **Professional Growth Plan**

The intern's professional growth plan may be substituted for the district growth plan.  
All certified employees shall have a professional growth plan that is updated annually.

### **Individual Corrective Action Plan**

The Individual Corrective Action Plan shall be written upon the determination of the evaluator of a "Standard Not Met" rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the rating of "Standard Not Met" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion.

## **Tenured Teachers**

All tenured certified employees shall be evaluated annually. Summative evaluation of tenured teachers shall occur a minimum of once every three-(3) year period. Formative data shall be collected over the three year period including: one announced formal classroom observation a year followed by a post-observation conference held within 5 working days of the formal observation; the collection of data related to instructional planning, instructional methods and techniques, student assessment data, classroom management skills; and other information that documents the teacher's achievement status towards the district teaching standards. Multiple observations (two or more) shall be conducted with tenured, certified employees whose observation results are unsatisfactory. The summative conference must include all evaluation data. All summative evaluations shall be completed by April 15 or sooner, of the last year of the evaluation cycle. The summative evaluation shall be in writing on the approved district summative form. The completed summative evaluation form shall be submitted to the superintendent for review by April 16 of the last year of the evaluation cycle. The superintendent shall place the summative evaluation report in the teacher's personnel file. The teacher shall receive a copy of the summative report at the summative conference. The teacher shall receive a copy of all formative evaluation reports.

### **Third Party Observer Process**

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than March 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

### **Professional Growth Plan (Tenured Teachers)**

A professional growth plan shall be developed no earlier than May 1<sup>st</sup> of the school year for the succeeding school year. The growth plan shall include specific goals and objectives that are aligned with the school improvement and professional development transformation plans. The plan shall be reviewed annually.

### **Individual Corrective Action Plan**

The Individual Corrective Action Plan shall be written upon the determination of the evaluator of a "Standard Not Met" rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee.

The plan shall address the rating of "Standard Not Met" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion.

## **Summative Evaluation Appeal**

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.

### **District Forms**

Evaluators shall use the approved district forms noted for formative and summative evaluations. Forms shall be supplied on hard copy or on computer software.

## Certified Evaluation Timeline

<b>Activity</b>	<b>Intern Teacher/ Principal</b>	<b>Non-Tenured Teacher</b>	<b>Tenured Teacher</b>	<b>Administrator/ Guidance Counselor</b>
<b>Orientation to Plan and Standards Employee Signs to Document</b>	End of first month of school or end of first month of employment; internship orientation	End of first month of school or end of first month of employment.	End of first month of school or end of first month of employment; tenured teachers shall be evaluated at least once every three years.	End of first month of school or end of first month of employment
<b>Pre-Observation Conference</b>	Non-required if internship program replaces district process. Summative report must be included.	At least 5 days prior to first observation (annually)	At least 5 days prior to first observation	Non-required; expectations may be set during the orientation or at a scheduled meeting with the evaluator.
<b>First Observation</b>	As established in internship program.	Date established at pre-observation conference.	The first observation may be scheduled and completed any time during the year	Employees shall be observed prior to 5 working days before December 1.
<b>First Formative Conference</b>	As established in internship program.	Within one workweek of observation and prior to December 1. Observation data shall be documented on the district pre- observation/ standards form.	Within one workweek of first observation; if the first observation is held on year three of the 3 year cycle the first observation and conference shall be completed by April 15 of that year. The pre- observation/stand- ards form should indicate that an additional observation is not deemed necessary if the first observation is satisfactory.	Within one workweek of observation and by December 1.  The evaluator shall complete a narrative report addressing strengths and weaknesses. The evaluator shall sign the report. The evaluatee shall sign that he/she has read the report.

<b>Activity</b>	<b>Teacher/ Principal Intern</b>	<b>Non-Tenured Teacher</b>	<b>Tenured Teacher</b>	<b>Administrator/ Guidance Counselor</b>
<b>Growth Plan</b>	The evaluator may accept the intern's professional development plan as the growth plan. Internship forms shall be used.	The growth plan shall be developed no earlier than May 1 for the succeeding school year. New employees shall develop a growth plan within 30 days of employment. Growth plans shall be reviewed annually and noted on the district growth plan form.	The growth plan shall be developed no earlier than May 1 for the succeeding school year. Growth plans shall be reviewed annually and noted on the district growth plan form.	The growth plan shall be developed no earlier than May 1 for the succeeding school year. New employees shall develop a growth plan within 30 days of employment. Growth plans shall be reviewed annually.
<b>Second Observation</b>	As established in internship program.	No later than 5 working days prior to April 15. Observation may be unannounced.	Not required if the first observation is satisfactory. Evaluator may choose to observe even those who performed satisfactorily on the first observation.	None required if first observation is satisfactory. A second observation is required for unsatisfactory performance and for those who are on a limited contract.
<b>Second Formative Conference</b>	As established in internship program.	Within 5 working days of the second observation and by April 15.	Within 5 working days of any formal observation.	Within 5 working days of any formal observation.

<b>Activity</b>	<b>Intern Teacher/ Principal</b>	<b>Non-Tenured Teacher</b>	<b>Tenured Teacher</b>	<b>Administrator/ Guidance Counselor</b>
<b>Third /Additional Observation</b>	As established in internship program.	Not required, but permissible. Evaluators may observe as many times as deemed necessary to make personnel decisions and to assist the teacher in the improvement of performance.	Not required, but permissible. Evaluators may observe as many times as deemed necessary to make personnel decisions and to assist the teacher in the improvement of performance.	Not required, but permissible. Evaluators may observe as many times as deemed necessary to make personnel decisions and to assist the employee in the improvement of performance.
<b>Third /Additional Formative Conference</b>	As established in internship program.	Within 5 working days of the third or additional formal observations.	Within 5 working days of the third or additional formal observations.	Within 5 working days of the third or additional formal observations.
<b>Summative Conference</b>	As required in internship program. The evaluator shall complete the district summative form by April 15. Summative must be presented to superintendent by April 16.	No later than April 15.	No later than April 15 of the year 3 in a three-year cycle. Evaluator shall make employment recommendations to the superintendent annually.	No later than April 15 annually.
<b>Appeal</b>	District form must be completed and submitted within 5 days of the summative conference. Appeal of internship decisions shall be made according to regulation.	District form must be completed and submitted within 5 days of the summative conference	District form must be completed and submitted within 5 days of the summative conference.	District form must be completed and submitted within 5 days of the summative conference

# **GRANT COUNTY SCHOOLS**

## **Procedural Guidelines for Summative Appeals Hearings**

### **Purpose**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and the guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

### **Appeals**

Pursuant to Board Policy 03.18, any certified employee who believes that she/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Certified personnel who wish to appeal their summative evaluation must appeal in writing within five (5) days of the summative evaluation. The written appeal must be presented to the primary evaluator. The district form shall be used for all certified evaluation appeals. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing (no less than 3 days) and may have representation of their choosing.
2. The primary evaluator will notify the district evaluation coordinator of the appeal and forward the written appeal to the coordinator within two (2) working days.
3. The coordinator will notify the appeal committee members who will hold a preliminary meeting within ten (10) working days of the written appeal.
4. Both the evaluatee and the evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel will be the only persons to review the documentation. Confidentiality will be maintained.
5. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set the time and place of the hearing. Additional questions may be posed by panel members during the hearing. Questioning shall be conducted by members of the Appeals Panel only.
6. The hearing will be held at a time and place set by the panel. The Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
7. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
8. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
9. Only panel members, the evaluatee and evaluator, and legal counsel or chosen representatives will be present at the hearing.
10. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

### **Hearings**

The following procedures will be implemented during the hearings:

1. The Chairperson will convene the hearing, review procedures, and clarify the responsibility of the panel.
2. Each party will be allowed to make a statement of claim. The statement of claim must be made by the evaluatee and the evaluator, not a representative. The evaluatee will begin, followed by the evaluator. No interruptions of the presentation will be allowed. The length of presentation should not exceed thirty (30) minutes. However, the evaluation chairperson may grant additional time if needed. Questioning shall be conducted by members of the Appeals Panel only.
3. The panel may question the evaluatee and evaluator.

4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal. The Appeals Panel reserves the right to call additional witnesses and/or secure additional documentation from either or both parties.
5. Each party will be permitted five minutes for closing statements after all parties have completed their presentations.
6. The chairperson of the panel will make the closing remarks.
7. Upon conclusion of the presentation of the evidence, the Appeals Panel shall review the evidence in closed session.
8. The chairperson of panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.
9. The Superintendent shall act on the recommendation(s) of the Panel.
10. The Superintendent's decision, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

**Appeal to Kentucky Board of Education (Section 9 KAR):**

- A. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- B. The appeal procedures shall be as follows:
  1. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
  2. No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
  3. A brief, written statement, and other documents which a party wants considered by State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
  4. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
  5. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

**Summative Evaluation Appeal Form  
GRANT COUNTY SCHOOLS**

(This form is to be used by certified employees who wish to appeal their summative evaluations to the  
Appeal Panel.)

**Certified Employee's Name:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

**Position in the district/school:** \_\_\_\_\_

**School/Location: (Circle) DRE   CMZ   MCE   SES   GCMS   GCHS   ECLC   CO**

**What specifically do you object to or why do you feel that you were not fairly evaluated?**

If additional space is needed, attach extra sheet.

**Date you received the summative evaluation** \_\_\_\_\_

**Name of the evaluator** \_\_\_\_\_

**I hereby give my consent for my evaluation records to be presented to the members of the Evaluation  
Appeal Panel for their study and review. I will appear before the Panel if requested.**

\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
**Date**

# PROFESSIONAL GROWTH PLAN GRANT COUNTY SCHOOLS

(Must align with specific goals and objectives of School/District Improvement Plan)

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ EVALUATOR \_\_\_\_\_

CYCLE: From \_\_\_\_\_, 20 \_\_\_\_\_ to \_\_\_\_\_, 20 \_\_\_\_\_

**Strengths (as identified by evaluator):**

Standards to be addressed (circle no more than 2)    1   2   3   4   5   6   7   8   9   10   11

**Objective:**

**Suggested Activities:**

**Appraisal Methods:**

**Objective:**

**Suggested Activities:**

**Appraisal Methods:**

Evidence of practice will be reviewed at each formative & summative conference and through ongoing observation.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

PGP reviewed on the following dates:

\_\_\_\_\_  
Date & initial

\_\_\_\_\_  
Date & initial

\_\_\_\_\_  
Date & initial

\_\_\_\_\_  
Date & initial

## INSTRUCTIONS FOR COMPLETING THE INDIVIDUAL CORRECTIVE ACTION PLAN

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet” rating on any one **Standard** or more from the Evaluation Process. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

### **1. Standard Number**

Identify the specific standard(s) that has a “does not meet” rating assigned, or indicate the immediate change required in behavior or practice.

### **2. Growth Objectives / Goals**

Growth objectives and goals must address the specific standard(s) rated as “does not meet” in the evaluation plan cycle. The evaluatee and evaluator work closely to correct the identified weaknesses.

### **3. Strategies**

Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

### **4. Assessment Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

### **5. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local District Professional Development Growth and Evaluation Plan processes and procedures for implementing an Individual Correction Action Plan)

**GRANT COUNTY SCHOOLS**

## Corrective Action Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

Standard for Corrective Action:

Based On:

\_\_\_\_\_ WalkThrough(s)

\_\_\_\_\_ Lesson Plans

\_\_\_\_\_ Formal Observation(s)

\_\_\_\_\_ Student Work Samples

\_\_\_\_\_ Personal Growth Plan(s)

\_\_\_\_\_ Other \_\_\_\_\_

Growth/Objectives Goals:

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Strategies:

1.

2.

3.

Assessment Methods: \_\_\_\_\_

Date of Expected Correction: \_\_\_\_\_ Immediate \_\_\_\_\_ Within 30 days

Status: Met \_\_\_\_\_ Not Met \_\_\_\_\_

Corrective Action Plan Developed:

Corrective Action Plan Reviewed:

\_\_\_\_\_  
Evaluatee's Signature      Date\_\_\_\_\_  
Evaluatee's Signature      Date\_\_\_\_\_  
Evaluator's Signature      Date\_\_\_\_\_  
Evaluator's Signature      Date

Grant County Schools  
Pre-Observation Conference Form

*(To be completed by the evaluator and evaluatee before the classroom observation visit.)*

_____ <b>Evaluatee</b>	_____ <b>Evaluator</b>	_____ <b>Position</b>
_____ <b>School</b>	_____ <b>Date</b>	_____ <b>Time</b>
_____ <b>Content Area / Grades</b>	_____ <b>No. Students w/IEP's/504's</b>	_____ <b>No. of Students</b>

.....  
**To be completed by evaluatee and provided to the evaluator on the following date** \_\_\_\_\_

**Core Content #:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Major Lesson Content or (Unit Study):** \_\_\_\_\_  
\_\_\_\_\_

**Learning Target or Essential Question(s):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment of Lesson:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Unique situations or circumstances of which observer should be aware:**  
\_\_\_\_\_None or Not Applicable  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Context: Describe this lesson's relationship to the larger unit:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Growth Plan Objectives visible in lesson:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The signatures below simply imply that the Grant County Teaching Standards and the information on the Pre-Observation form have been discussed.  
The pre-observation form must be returned to the evaluator on the date specified above.

_____ Teacher/Evaluatee Signature/ Date	_____ Evaluator Signature/Date
<b>NAME</b> _____	<b>SCHOOL</b> _____
<b>EVALUATOR</b> _____	<b>YEAR</b> _____

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 1: Demonstrates Applied Content Knowledge:** The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

<b>1.1 Communicates concepts, processes, and knowledge.</b> <ul style="list-style-type: none"> <li>Lesson plans, unit plans, curriculum maps, copies of presentations, lecture notes</li> <li>Overhead transparencies</li> <li>Power point presentations</li> <li>Active Board</li> <li>Sets course and class minimum standards for all students</li> </ul>	<b>1.2 Connects content to life experiences of student.</b> <ul style="list-style-type: none"> <li>Demonstrates strategies appropriate to the identified ability level of the students observed</li> <li>Lesson plans showing real-world applications</li> <li>Learning applied outside the school context</li> </ul>
<b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b> <ul style="list-style-type: none"> <li>Lesson plans</li> <li>Instructional materials</li> <li>Use of multiple learning styles, instructional strategies for all ability levels</li> <li>Demonstrates strategies appropriate to the identified ability level of the students observed</li> </ul>	<b>1.4 Guides students to understand content from various perspectives.</b> <ul style="list-style-type: none"> <li>Lesson plans showing use of age-appropriate and developmentally appropriate materials</li> <li>Identifies and explains multicultural and global perspectives</li> <li>Instructional materials reflect multicultural/global perspectives when applicable</li> <li>Collaborates to develop design, and deliver an aligned curriculum</li> <li>Collaborates to meet the identified needs of students, school, district, and community</li> </ul>
<b>1.5 Identifies and addresses students' misconceptions of content.</b> <ul style="list-style-type: none"> <li>Notes or reviews that identify inaccuracies</li> <li>Hands-on activities, projects, learning demonstrations by students</li> <li>Learning applied outside the school context</li> <li>Lesson plans showing real-world applications</li> <li>Immediate intervention with student during lesson</li> <li>Notes, letters, memoranda explaining flaws on work samples in accuracy</li> </ul>	<p style="text-align: center;"><b><u>Annotations:</u></b></p>
<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; margin: 10px 0;"> <b>Standard 1:</b> </div> <div style="display: flex; justify-content: space-around; border-top: 1px solid black; border-bottom: 1px solid black;"> <span>_____ Meets</span> <span>_____ Growth Needed</span> <span>_____ Does Not Meet Standard</span> </div>	

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 2: Designs/Plans Instruction:** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<b>2.1 Develops significant objectives aligned with standards.</b>	<b>2.2 Uses contextual data to design instruction relevant to students.</b>
<ul style="list-style-type: none"> <li>Lesson plans with learning goals and academic expectations clearly identified</li> <li>Pre-observation form</li> <li>Pre/Post conference</li> </ul>	<ul style="list-style-type: none"> <li>Audio-tapes, videotapes of learning experiences</li> <li>Formal and informal observations</li> <li>Feedback from students regarding motivation and active involvement in learning</li> <li>Maintains a safe/functional environment that minimizes barriers to learning</li> </ul>
<b>2.3 Plans assessments to guide instruction and measure learning objectives.</b>	<b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b>
<ul style="list-style-type: none"> <li>Teacher designed assessments</li> <li>Student products/work samples</li> <li>Lesson plans, units of study &amp; curriculum maps</li> <li>Evidence of multiple assessments</li> <li>Evidence of authentic assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans with learning goals and academic expectations clearly identified</li> <li>Formal and informal observations</li> <li>Lesson plans that identify school and community resources</li> <li>Literature, publications provided by the school and community</li> <li>Guest speakers</li> <li>Field trips that support learning</li> <li>Arranges and/or adapts the physical learning environment to accommodate individual, small-group, and large group activities to meet student needs</li> </ul>
<b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b>	<u><b>Annotation:</b></u>
<ul style="list-style-type: none"> <li>Lesson plans with learning goals and academic expectations clearly identified</li> <li>Formal and informal observations</li> <li>Assessments</li> <li>Student products/work/performance</li> <li>Student work samples demonstrating application</li> <li>Activities, products with student explanations of processes and concepts, skill and critical thinking</li> </ul>	
<b>Standard 2:</b>	
<div style="display: flex; justify-content: space-around;"> <span>_____ Meets</span> <span>_____ Growth Needed</span> <span>_____ Does Not Meet Standard</span> </div>	

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 3: Creates/Maintains Learning Climate:** The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<p><b>3.1 Communicates high expectations.</b></p> <ul style="list-style-type: none"> <li>• Written communication to students and/or parents</li> <li>• Evaluator inclusion in disciplinary conferences</li> <li>• Formal and informal classroom observations</li> <li>• Classroom rules posted and consistently followed</li> <li>• Ensures that students and parents are aware of minimum course/class learning standards</li> <li>• Establishes academic focus through a review of the previous lesson and/or provides procedures and/or an overview of the lesson/activity outcomes</li> </ul>	<p><b>3.2 Establishes a positive learning environment.</b></p> <ul style="list-style-type: none"> <li>• Classroom rules posted and consistently followed</li> <li>• Written rule and procedures given to students and parents</li> <li>• Written communication to parents outlining expectations and keeping parents aware of behavior</li> <li>• Manages disruptive behavior constructively while maintaining instructional momentum</li> <li>• Emphasizes/repeats essential idea, concepts, and procedures throughout instruction</li> <li>• Models self-correction if mistakes are made</li> <li>• Provides clear directions</li> <li>• Uses gestures, facial expressions, verbal cues, and proximity control to direct or redirect student behaviors</li> </ul>
<p><b>3.3 Values and supports <u>student diversity</u> and addresses <u>individual needs</u>.</b></p> <ul style="list-style-type: none"> <li>• Lesson plans identifying individual or group inquiry</li> <li>• Activities, materials used in inquiry</li> <li>• Routines and procedures observed both formally and informally</li> <li>• Lesson plans identifying accommodations for G&amp;T</li> <li>• Materials using a variety of instructional strategies</li> <li>• Formal and informal classroom observations</li> <li>• Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures.</li> <li>• Involves all students in learning opportunities</li> <li>• Provides opportunities for individual and cooperative learning experiences</li> </ul>	<p><b>3.4 Fosters mutual respect between teacher and students and among students.</b></p> <ul style="list-style-type: none"> <li>• Evidence of discipline plan enforced</li> <li>• Teacher list of various management techniques</li> <li>• Audio-tape or videotape classroom interaction during instruction</li> <li>• Reinforces acceptable student behaviors with genuine, specific praise</li> <li>• Holds each student accountable for his/her own behaviors</li> <li>• Demonstrates fairness and consistency</li> <li>• Uses effective questioning and responding techniques during instruction and/or activity <ul style="list-style-type: none"> <li>a) Asks critical thinking and thought provoking questions to a variety of students</li> <li>b) Provides wait time and guides the recite</li> <li>c) Asks a minimum of multiple, procedural, and /or unrelated questions</li> <li>d) Permits a minimum of call outs</li> <li>e) Adequately acknowledges student responses</li> <li>f) Rephrases or amplifies student responses</li> <li>g) Effectively uses specific, general and group academic praise during instruction and/or activity</li> </ul> </li> </ul>
<p><b>3.5 Provides a safe environment for learning.</b></p> <ul style="list-style-type: none"> <li>• Letters, notes, email to parents showing flexibility, creativity</li> <li>• Written disciplinary plan</li> <li>• Classroom rules and procedures consistently followed</li> <li>• Hold each student accountable for his/her behaviors</li> <li>• Manages disruptive behavior constructively while maintaining instructional momentum</li> <li>• Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequence</li> </ul>	<p style="text-align: center;"><b><u>Annotations:</u></b></p>

**Standard 3:**

\_\_\_\_\_ Meets

\_\_\_\_\_ Growth Needed

\_\_\_\_\_ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 4: Implements/manages Instruction:** The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b> <ul style="list-style-type: none"> <li>Class syllabus</li> <li>Lesson plans with specific goals and clear expectations</li> <li>Wall charts outlining goals and expectations</li> <li>Letters, notes, email to parents/students regarding high expectations</li> <li>Rubrics, assessments with specific goals and high expectations</li> <li>Provides clear direction</li> </ul>	<b>4.2 Implements instruction based on diverse student needs and assessment data.</b> <ul style="list-style-type: none"> <li>Journals</li> <li>Student learning logs</li> <li>Lesson plans with multiple viewpoints addressed</li> <li>Handouts reflecting multiple viewpoints</li> <li>Demonstrates use of media and technology</li> <li>Lesson plan or log of activities using media/technology</li> <li>Checks for understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities.</li> <li>Assesses all students according to course/class/school grading standards.</li> <li>Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events/tasks, portfolio entries, standardized tests, group participation, quizzes, anecdotal records, scoring guides).</li> </ul>
<b>4.3 Uses time effectively.</b> <ul style="list-style-type: none"> <li>Facilitates class or group discussions</li> <li>Time flowchart</li> <li>Scripting from evaluator or observer</li> <li>Implementation and Impact reports</li> <li>Provides time and activities for all students to apply knowledge/practice skills</li> </ul>	<b>4.4 Uses space and materials effectively.</b> <ul style="list-style-type: none"> <li>List of instructional items in personal repertoire</li> <li>Artifacts used in strategies</li> <li>Audio-tapes/videotapes of strategies in action</li> </ul>
<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking</b> <ul style="list-style-type: none"> <li>List of questioning strategies</li> <li>Audio-tapes/videotape of questioning</li> <li>Higher order thinking skills inventory (Bloom's taxonomy)</li> <li>Proficient samples and models provided for students prior to assignment</li> <li>Examples and non-examples cited: handouts, lesson guides</li> <li>Ensures students are on task during the lesson/activity</li> <li>Brings closure to unit/activity that reinforces learning</li> </ul>	<p style="text-align: center;"><u><b>Annotations:</b></u></p>
<b>Standard 4:</b>  <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <span>_____ <b>Meets</b></span> <span>_____ <b>Growth Needed</b></span> <span>_____ <b>Does Not Meet Standard</b></span> </div>	

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 5:** Assesses and Communicates Learning Results: The teacher assesses learning and communicates results of student sot others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<b>5.1 Uses pre-assessments.</b> <ul style="list-style-type: none"> <li>• Teacher file of assessments with rubric/scoring guides</li> <li>• STAR assessments</li> <li>• District Assessments</li> <li>• Accelerated Reader Tests</li> </ul>	<b>5.2 Uses formative assessments</b> <ul style="list-style-type: none"> <li>• Copies of criteria</li> <li>• Copies of rubric/scoring guides</li> <li>• Copies of authentic assessments</li> <li>• Grade correlations between classroom and the State Assessment</li> </ul>
<b>5.3 Uses summative assessments.</b> <ul style="list-style-type: none"> <li>• IEP's with accommodations</li> <li>• Adaptations needed for physical limitations</li> <li>• Individual education plans</li> <li>• Written plan to improve performance</li> </ul>	<b>5.4 Describes, analyzes, and evaluates student performance data.</b> <ul style="list-style-type: none"> <li>• ESS referrals</li> <li>• Notes of conferences with student/parents regarding assessments results</li> <li>• Written plan to improve performance</li> <li>• Multiple assessments showing development of skills and improvement in learning</li> <li>• KPR analysis with grade level/content area plans</li> <li>• CSIP and CDIP committee reports</li> <li>• Student work analysis with class profiles</li> <li>• Implements students' individualized IEP, Learning Plan, 504 Plan in collaboration with special education and other personnel</li> <li>• Cooperates/collaborates with resource personnel, other staff members and parents.</li> <li>• Provides student academic information and suggestion to the Extended School Service Staff as requested.</li> <li>• Maintains progress data on IEP objectives</li> </ul>
<b>5.5 Communicates learning results to students and parents.</b> <ul style="list-style-type: none"> <li>• Letters, notes, email to students and parents</li> <li>• Dated progress reports</li> <li>• Individual education plans</li> <li>• Notifies parents of student academic problems in a timely manner, allowing parent and student time to improve achievement prior to the completion of the progress report. Initiates parent/student/teacher conferences, meetings and written communications.</li> <li>• Provides parents with a comprehensive report of student progress as required by school policy.</li> <li>• Completes and submits to parents progress reports on IEP goals and objectives.</li> </ul>	<b>5.6 Allows opportunity for student self-assessment.</b> <ul style="list-style-type: none"> <li>• Copies of criteria</li> <li>• Copies of scoring guides and rubrics</li> <li>• Notes of conferences with student/parents regarding assessments results</li> <li>• Written plan to improve performance</li> <li>• Multiple assessments showing development of skills and improvement in learning</li> <li>• Provides students immediate, specific and meaningful feedback on a consistent basis and in a timely fashion.</li> </ul>

**Annotations:**

**Standard 5:**

\_\_\_\_\_ Meets

\_\_\_\_\_ Growth Needed

\_\_\_\_\_ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 6: Demonstrates Implementation of Technology:** The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community and conduct research.

<b>6.1 Uses available technology to design and plan instruction</b>	<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b>
<ul style="list-style-type: none"> <li>Lesson plan annotation for use of technology</li> <li>Documents created</li> <li>Informal and formal observations</li> <li>Uses a computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.</li> <li>Demonstrates knowledge of the appropriate use of technology as a use for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Products</li> <li>Creations</li> <li>Lesson plan annotation for use of technology</li> <li>Documents created</li> <li>Informal and formal observations</li> <li>Uses terminology related to computers and technology appropriately in written and verbal communication.</li> </ul>
<b>6.3 Integrates student use of available technology into instruction.</b>	<b>6.4 Uses available technology to assess and communicate student learning.</b>
<ul style="list-style-type: none"> <li>Products</li> <li>Lesson plan annotation for use of technology</li> <li>Documents created</li> <li>Uses computers and other technology for individual, small group, and large group learning activities.</li> <li>Requests and uses appropriate assistive and adaptive devices for students with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>Verification from Technology Coordinator of proficiency</li> <li>Informal and formal observations</li> </ul>
<b>6.5 Demonstrates ethical and legal use of technology</b>	<u><b>Annotations:</b></u>
<ul style="list-style-type: none"> <li>Verification from Technology Coordinator of proficiency</li> <li>Informal and formal observations</li> <li>Instructs and supervises students in the ethical and legal use of technology.</li> <li>Practices equitable and legal use of self and others through the use of technology.</li> </ul>	

**Standard 6:**

\_\_\_\_\_ Meets
\_\_\_\_\_ Growth Needed
\_\_\_\_\_ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 7: Reflects/Evaluates Teaching/Learning:** The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.

<b>7.1 Uses data to reflect on and evaluate student learning.</b>	<b>7.2 Uses data to reflect on and evaluate instructional practice.</b>
<ul style="list-style-type: none"> <li>Reviews grading period result</li> <li>Calculates percentage of students at each grade category</li> <li>Identifies learning needs of sub-populations</li> <li>Reviews test areas, concepts and skills where students performed poorly</li> <li>Written reflections, journal entries and self-reflection on practice</li> <li>Accepts responsibility for student success and failure</li> <li>Establishes academic focus through a review of the previous lesson and/or provides procedures and/or an overview of the lesson/activity outcomes</li> <li>Assesses all students according to course/class/school grading standards.</li> <li>Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events/tasks, portfolio entries, standardized tests, group participation, quizzes, anecdotal records, scoring guides).</li> </ul>	<ul style="list-style-type: none"> <li>CSIP committee reports</li> <li>Curriculum/instruction committee reports</li> <li>Written recommendation with rationale</li> <li>Evaluates self to identify needs for instructional improvement.</li> <li>Strives to improve instruction on a consistent basis.</li> </ul>
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b>	<p style="text-align: center;"><b><u>Annotations:</u></b></p>
<ul style="list-style-type: none"> <li>Copies of redesigned assessments due to reflection showing a problem</li> <li>Annotated lesson plans marking changes as a result of feedback, reflection</li> <li>Develops/reviews/revises a professional growth plan congruent with school/district/state goals and mission.</li> </ul>	

**Standard 7:**

\_\_\_\_\_ Meets
\_\_\_\_\_ Growth Needed
\_\_\_\_\_ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 8: Collaborates with colleagues/Parents/Others:** The teacher collaborates with colleagues, parents and other agencies to design implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<b>8.1 Identifies students whose learning could be enhanced by collaboration.</b>	<b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</b>
<ul style="list-style-type: none"> <li>• Letters, notes, email showing initiation of collaboration</li> <li>• Any written evidence of collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Written description of collaborative effort</li> <li>• Copy of IEP and/or SBARC conference summary with confidential information deleted</li> <li>• Notes from discussions with students and others</li> <li>• Implements students' individualized IEP, Learning Plan, 504 Plan in collaboration with special education and other personnel</li> <li>• Cooperates/collaborates with resource personnel, other staff members and parents.</li> <li>• Notifies parents of student academic problems in a timely manner, allowing parent and student time to improve achievement prior to the completion of the progress report. Initiates parent/student/teacher conferences, meetings and written communications.</li> </ul>
<b>8.3 Implements planned activities that enhance student learning and engage all parties.</b>	<b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b>
<ul style="list-style-type: none"> <li>• Written timelines for collaboration (e.g., KTIP cycles, unit planning cycle, CSIP review)</li> <li>• Written outline of expectations</li> <li>• Letters, notes, email to colleagues, parents, representatives outlining a collaborative project</li> <li>• Copies of letters of responses to initiatives</li> <li>• Provides student academic information and suggestion to the Extended School Service Staff as requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Written agreements with signatures showing a collaborative venture</li> <li>• Notes of meetings</li> <li>• Committee reports</li> <li>• Notes, memoranda, written reflections on previous experiences</li> <li>• Team teaching meetings minutes</li> <li>• Vertical alignment committee meeting minutes/reports</li> <li>• Copies of plans developed to meet needs</li> <li>• Copies of letters requesting services or assistance from agencies</li> <li>• Copies of responses from school personnel or community agencies</li> </ul>

**Annotations:**

**Standard 8:**

\_\_\_\_\_ Meets

\_\_\_\_\_ Growth Needed

\_\_\_\_\_ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 9: Evaluates Teaching and Implements Professional Development:** The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learner goals refines the skills and processes necessary, and implements a professional development plan.

<b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b>	<b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</b>
<ul style="list-style-type: none"> <li>• Written IPGP with current dates, activities, conferences, observations, goals &amp; strategies</li> <li>• Copies of needs assessment</li> <li>• Follows the Kentucky Certification Code of Ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of analysis used to identify needs</li> <li>• Written rationale for identifying needs</li> <li>• Actively participates in professional development activities.</li> <li>• Encourages professional growth in peers.</li> </ul>
<b>9.3 Designs a professional growth plan that addresses identified priorities.</b>	<b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</b>
<ul style="list-style-type: none"> <li>• Formative evaluation data</li> <li>• Summative evaluation documents</li> <li>• Letters, notes, email from colleagues identifying possible PD</li> <li>• Professional Growth Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated lesson plans showing implementation/application of knowledge, skills gained from PD experiences</li> </ul>

**Annotations:**

**Standard 9:**

\_\_\_\_\_ Meets

\_\_\_\_\_ Growth Needed

\_\_\_\_\_ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard10: Provides Leadership Within School/Community/Profession:** The teacher provides professional leadership within the school, community, and education profession to improve student learning and well- being.

<b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</b> <ul style="list-style-type: none"> <li>Mentoring of colleagues.</li> <li>Participation in State and National professional organizations, cadres, and academics</li> <li>Recommendations of colleagues for emerging leadership opportunities</li> <li>Encouragement of professional reading</li> <li>Copies of presentations with handouts constructed</li> <li>Minutes of committee meetings</li> <li>Audio tapes/videotapes of teaching/learning</li> <li>Actively participates in professional development activities.</li> <li>Encourages professional growth in peers.</li> <li>Shares instructional materials, information, and ideas with colleagues.</li> <li>Serves on various school/district committees.</li> </ul>	<b>10.2 Develop a plan for engaging in leadership activities</b> <ul style="list-style-type: none"> <li>Letters, notes, email messages to/from parents, community members, community groups</li> <li>Class newsletters</li> <li>Audio tapes/videotapes of messages sent/received</li> <li>Premier agenda</li> <li>Home/school notebooks</li> <li>Email alert on weather closings</li> <li>School notes.com</li> </ul>	
<b>10.3 Implements a plan for engaging in leadership activities</b> <ul style="list-style-type: none"> <li>Membership cards and plaques</li> <li>Copies of travel reimbursement forms with activities identified</li> <li>Certificates of attendance or ELIA credit</li> <li>Sharing of new learning with other colleagues</li> <li>Sign in sheets with signature and times</li> <li>Evaluation forms signed by administrator or leader</li> <li>Absence of letters, notes, email documenting lack of punctuality or poor attendance</li> </ul>	<b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</b> <ul style="list-style-type: none"> <li>Lesson plans, unit plans</li> <li>Curriculum maps</li> <li>Instructional materials</li> <li>Letters, notes, email identifying policies/procedures followed</li> <li>Absence of letters, notes, email documenting failure to adhere</li> <li>Records corresponding to specific items in the policies/procedures</li> </ul>	
<p style="text-align: center;"><b><u>Annotations:</u></b></p>		
<b>Standard 10:</b>		
_____ Meets	_____ Growth Needed	_____ Does Not Meet Standard

**GRANT COUNTY SCHOOLS  
EVALUATION INSTRUMENT**

**Standard 11: Performance Responsibilities**

<b>11.1 Implements the school consolidated improvement plan</b>	<b>11.2 Maintains records and reports as required by the Board of Education and the Kentucky Statues</b>
<ul style="list-style-type: none"> <li>Evidence in IPGP</li> <li>Measurable improvements in student performance</li> <li>Classroom grades reflect local, state and national assessments</li> </ul>	<ul style="list-style-type: none"> <li>Grade book records</li> <li>Cumulative folders</li> <li>Attendance records</li> <li>IEP's, ESS, intervention programs</li> </ul>
<b>11.3 Maintains a high level of ethical behavior and confidentiality of information about students</b>	<b>11.4 Serves on committees and is consistent with job descriptions</b>
<ul style="list-style-type: none"> <li>Written agreements with signatures</li> <li>Absence of letters, notes, emails documenting failure</li> <li>Records corresponding to specific items in the Code of Ethics</li> <li>Follows proper channels to address issues and problems.</li> </ul>	<ul style="list-style-type: none"> <li>Notes of meetings</li> <li>Copies of sign in sheets</li> <li>Committee reports</li> <li>Faculty meetings</li> <li>Professional development</li> <li>Serves on various school/district committees.</li> </ul>
<b>11.5 Performs duties assigned by Principal, Superintendent, Administrative Staff and Board of Education</b>	<u><b>Annotations:</b></u>
<ul style="list-style-type: none"> <li>Absence of letters, notes, emails documenting failure</li> <li>Proof of attendance of meetings</li> <li>Early/late duty</li> <li>Supervision of students</li> <li>Meets assigned time frames as stipulated.</li> </ul>	
<b>Standard 11:</b>  <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <span>_____ Meets</span> <span>_____ Growth Needed</span> <span>_____ Does Not Meet Standard</span> </div>	

**Additional Notes/Comments**

**EVALUATOR'S COMMENTS**


**EVALUATEE'S COMMENTS (optional)**


<b>Date of Observation</b> _____ <b>Evaluator's Signature</b> _____
---

<b>The signatures below indicate that the evaluatee and evaluator have read and discussed the contents of this form.</b>
<b>Evaluatee Signature/Date:</b> _____
<b>Evaluator Signature/Date:</b> _____

**GRANT COUNTY SCHOOLS  
SUMMATIVE EVALUATION FOR EDUCATORS**

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

Evaluatee \_\_\_\_\_  
School \_\_\_\_\_

Grade/Content Area \_\_\_\_\_  
Position \_\_\_\_\_

**DATES:**

Pre-Observation Conference \_\_\_\_\_ Formative Evaluation \_\_\_\_\_

Post Formative Conference \_\_\_\_\_

Summative Evaluation \_\_\_\_\_ Additional Evaluations \_\_\_\_\_

Growth Plan Reviewed \_\_\_\_\_

TEACHER STANDARDS	MET	GROWTH NEEDED	NOT MET
1. Demonstrates Knowledge of Content			
2. Designs/Plans Instruction			
3. Creates/Maintains Learning Climate			
4. Implements/Manages Instruction			
5. Assesses and Communicates Learning Results			
6. Demonstrates Implementation of Technology			
7. Reflects/Evaluates Teaching /Learning			
8. Collaborates with Colleagues/Parents/Others			
9. Engages in Professional Development			
10. Demonstrates Professional Leadership			
11. Performance Responsibilities			
<b>Summative Evaluation Rating</b>			
<ul style="list-style-type: none"> <li>In order to receive a rating of "MET", 8 of 11 standards must be "MET" with no standard rated as "NOT MET".</li> </ul>			

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_

**Evaluator's Recommendation(s):**

\_\_\_ **Re-employ (on limited contract)**

\_\_\_ **Re-employ (recommended for continuing contract – Tenure)**

\_\_\_ **Re-employ (currently holding a continuing contract)**

\_\_\_ **Not recommended for re-employment**

**To be signed after all information above has been completed and discussed:**

Certified personnel who wish to appeal their summative evaluation must appeal in writing within five (5) days of the summative evaluation conference. The written appeal must be presented to the primary evaluator. The district form shall be used for all certified evaluation appeals.

I understand that signing this form indicates that I have met with the principal/evaluator and have received a copy of this form and attachments, if applicable.

\_\_\_\_\_  
**Evaluatee's Signature and Date**

\_\_\_\_\_  
**Evaluator's Signature and Date**

Tenured \_\_\_\_\_  
Non-Tenured \_\_\_\_\_  
School Year \_\_\_\_\_

GRANT COUNTY SCHOOLS  
MEDIA SPECIALIST  
PRE-OBSERVATION FORM

Library Media Specialist: \_\_\_\_\_

School: (Circle)    CMZ            DRE            MCE            SES            GCMS            GCHS

Year: \_\_\_\_\_

Date of Scheduled Observation: \_\_\_\_\_

Pre-Observation Information

1. What area/function of the library media program do you desire to be observed?  
Why?
  
  
  
  
  
  
  
  
  
  
2. Please indicate at least one area/function of the library media program of which you are pleased.
  
  
  
  
  
  
  
  
  
  
3. Please indicate one library media program area/function of which you feel improvement is needed.

\_\_\_\_\_

*Please return this completed form to the evaluator by :* \_\_\_\_\_

The signatures below simply imply that the Grant County Library Media Standards and the information on the Pre-Observation form have been discussed. The pre-observation form must be returned to the evaluator on the date specified above.

\_\_\_\_\_  
Specialist/Evaluated Signature/Date

\_\_\_\_\_  
Evaluator Signature/ Date  
Date returned/Evaluator Initials

# GRANT COUNTY SCHOOLS

## MEDIA SPECIALIST FORMATIVE EVALUATION

<b>1. PROFICIENCY AS ADMINISTRATOR OF THE LIBRARY MEDIA FACILITY</b>	_____ <b>MEETS</b> _____ <b>GROWTH NEEDED</b> _____ <b>DOES NOT MEET STANDARD</b>
<b>CRITERIA</b>	<b>ANNOTATIONS</b>
<ul style="list-style-type: none"> <li>Plans &amp; administers the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program</li> <li>Administers a Library Media Program that utilizes flexible access, when available</li> <li>Organizes, classifies, and catalogs library materials following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or library of Congress, Sears or Library of Congress subject headings, MARC format</li> <li>Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal physical access by students and faculty</li> <li>Is responsible for the proper use of the facility, materials, and equipment</li> <li>Keeps automated catalog current</li> <li>Maintains statistical records needed to verify collection of the library media center holdings</li> <li>Makes general repairs, weeds collection and takes inventory periodically</li> <li>Promotes compliance with the copyright law</li> <li>Performs responsibilities related to assignment, including attendance and punctuality and evaluating results</li> <li>Adheres to a professional code of ethics</li> </ul>	

<b>2. PROFICIENCY AS ADMINISTRATOR OF THE LIBRARY MEDIA PROGRAM</b>	<p>_____ <b>MEETS</b></p> <p>_____ <b>GROWTH NEEDED</b></p> <p>_____ <b>DOES NOT MEET STANDARD</b></p>
<b>CRITERIA</b>	<b>ANNOTATIONS</b>
<ul style="list-style-type: none"> <li>• Plans long-range goals of the Library Media Program with faculty, administration, council and students through participation in the development of the School Improvement Plan document (SIP)</li> <li>• Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program</li> <li>• Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology</li> <li>• Develops plans for maintaining a technologically current facility and program</li> <li>• Solicits suggestions from, and communicates with, faculty and students about services, materials, program, and facilities</li> <li>• Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses</li> <li>• Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways</li> <li>• Plans and /or participates in special projects or proposals, e.g. book fairs</li> <li>• Trains and supervises Library Media Program clerical staff, volunteers, and student helpers</li> <li>• Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials</li> <li>• Maintains relationships and communicates with other Grant County schools and community libraries</li> <li>• Provides the resources and promotes recreational reading for the school community</li> <li>• Follows the school's policies and procedures and supports the mission, goals, objectives, and continuous improvement of the school</li> <li>• Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality</li> </ul>	

<b>3. PROFICIENCY AS A TEACHER</b>	_____ <b>MEETS</b> _____ <b>GROWTH NEEDED</b> _____ <b>DOES NOT MEET STANDARD</b>
<b>CRITERIA</b>	<b>ANNOTATIONS</b>
<ul style="list-style-type: none"> <li>• Provides orientation for new faculty and students</li> <li>• Informally evaluates individual and group needs and provides appropriate learning experiences for those who have diverse learning abilities, styles, and needs</li> <li>• Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct</li> <li>• Provides for independent and cooperative group learning</li> <li>• Teaches information literacy as an integral part of the curriculum using a process model such as the Big6<sup>TM</sup> or equivalent</li> <li>• Guides students in the selection of appropriate resources</li> <li>• Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments</li> <li>• Promotes appreciation of various forms of literature emphasizing the highest quality</li> <li>• Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication</li> <li>• Incorporates the use of technology in accessing information</li> <li>• Assists students in the use of multi-media for completed projects</li> <li>• Provides, or arranges, training of staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections</li> </ul>	

<b>4. PROFICIENCY AS AN INSTRUCTIONAL PARTNER</b>	____ <b>MEETS</b> ____ <b>GROWTH NEEDED</b> ____ <b>DOES NOT MEET STANDARD</b>
<b>CRITERIA</b>	<b>ANNOTATIONS</b>
<ul style="list-style-type: none"> <li>• Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum</li> <li>• Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program for the school</li> <li>• Participates as a member of the instructional team(s) in curriculum development projects and plans with teachers</li> <li>• Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum</li> <li>• Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials</li> <li>• Assists faculty in the selection of materials to supplement instruction</li> <li>• Establishes positive rapport with staff and students</li> <li>• Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services</li> <li>• Plans and implements a program of library information literacy skills in collaboration with classroom teachers</li> </ul>	

<b>5. PROFICIENCY AS AN INFORMATION SPECIALIST</b>	____ <b>MEETS</b> ____ <b>GROWTH NEEDED</b> ____ <b>DOES NOT MEET STANDARD</b>
<b>CRITERIA</b>	<b>ANNOTATIONS</b>
<ul style="list-style-type: none"> <li>• Chooses materials using selection tools, bibliographies, recommendations with a commitment to the right of intellectual freedom</li> <li>• Maintains a professional collection</li> <li>• Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational goals</li> <li>• Maintains flexible and equitable use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading and listening</li> <li>• Is available as a resource for all students and faculty</li> <li>• Attends local professional growth activities and meetings</li> <li>• Demonstrates commitment by participating in professional library organizations and participates in the meetings, workshops, conferences, and other activities related to the field</li> </ul>	

## Additional Notes/Comments

### EVALUATOR'S COMMENTS


### EVALUATEE'S COMMENTS (optional)


Date of Observation \_\_\_\_\_ Evaluator's Signature\_\_\_\_\_

The signatures below indicate that the evaluatee and evaluator have read and discussed the contents of this form.

Evaluatee Signature/Date: \_\_\_\_\_

Evaluator Signature/Date: \_\_\_\_\_

## Grant County Schools MEDIA SPECIALIST SUMMATIVE EVALUATION

Librarian observed:	Dates observed:
Observer:	Class:
Cycle - From (date) <span style="float: right;">To (date)</span>	

PERFORMANCE STANDARDS:	MEETS	GROWTH NEEDED	DOES NOT MEET STANDARD
Proficiency as Administrator of the Library Media Facility			
Proficiency as Administrator of the Library Media Program			
Proficiency as a Teacher			
Proficiency as an Instructional Partner			
Proficiency as an Information Specialist			

Corrective Action Plan developed?      YES \_\_\_\_\_      NO \_\_\_\_\_

Additional pages attached?      YES \_\_\_\_\_      NO \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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\_\_\_\_\_

Media Specialist Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Administrator/Guidance Counselor Evaluation Procedure**

### **Orientation to the Plan**

All administrators and guidance counselors will receive an orientation to the district evaluation plan by the end of the first month of their employment on an annual basis.

### **Formative Evaluation**

All administrators and guidance counselors shall be evaluated each year. No pre-observation conference is required; however, expectations may be set during the orientation or at a scheduled meeting with the evaluator. All administrators and guidance counselors shall be observed prior to 5 working days before December 1 of each year. The formative conference must be held within one workweek of the observation and by December 1. The evaluation shall complete a narrative report addressing strengths and weaknesses. The evaluator shall sign the report. The evaluatee shall sign that he/she has read the report. A second observation is not required if the first observation is satisfactory, but can be done at the discretion of the evaluator. A second observation is required for unsatisfactory performance and for those who are on a limited contract. The second formative conference must be held within 5 working days of any formal observation. Evaluators may observe as many times as deemed necessary to make personnel decisions and to assist the employee in the improvement of performance.

### **Growth Plan**

The growth plan shall be developed no earlier the May 1 for the succeeding school year. New employees shall develop a growth plan within 30 days of employment. Growth plans shall be reviewed annually. The goal-setting activity conducted by district administrators at the beginning of each school year shall constitute the professional growth plan for those administrators.

### **Summative Conference**

The summative conference shall include all evaluation data. It shall be held no later than April 15 annually.

### **Appeal**

The district form for appeal action must be completed and submitted within 5 days of the summative conference. The appeal shall follow procedures specified in “Grant County Schools Procedural Guidelines For Appeals Hearings.”

## GRANT COUNTY SCHOOLS Principal Formative Evaluation Report

Name \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

### Standards Performance

4 = Consistently      3 = Frequently      2 = Occasionally      1 = Seldom

#### 1.0 – CURRICULUM\*

4	3	2	1

1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

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1.1.f There is in place a systematic process for monitoring, evaluating, and reviewing the curriculum.

#### 2.0 – CLASSROOM EVALUATION/ASSESSMENT\*

4	3	2	1

2.1.g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

#### 3.0 – INSTRUCTION\*

4	3	2	1

3.1.a There is evidence that effective and varied instructional strategies are used in all classrooms.

3.1.e There is evidence that teachers incorporate the use of technology in their classrooms.

3.1.f Instructional resources are sufficient to effectively deliver the curriculum.

#### 4.0 – SCHOOL CULTURE\*

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4.1.a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys)

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4.1.b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

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4.1.c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

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4.1.h There is evidence that administrators and staff care about students and inspire their best efforts.

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4.1.i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

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4.1.j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

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4.1.k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.

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4.2 There is evidence that administrator exhibits promptness, participation & professionalism in all school-related endeavors.

#### 5.0 – STUDENT, FAMILY AND COMMUNITY SUPPORT\*

4	3	2	1

5.1.a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

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5.1.b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC's, ESS).

--	--	--	--

5.1.c The school/district provides organizational structures and supports instructional practices to reduce barriers in learning.

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5.1.d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction

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5.1.e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

## 6.0 – PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION\*

4	3	2	1

6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

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6.1.b The school has an intentional plan for building instructional capacity through on-going professional development.

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6.1.c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

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6.1.d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff

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6.2.b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

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6.2.c The school effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

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6.2.f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

## 7.0 – LEADERSHIP\*

4	3	2	1

7.0a Adheres to the professional code of ethics (16 KAR 1:020)

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7.0b Adheres to leadership responsibilities of attendance and punctuality

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7.1.a Leadership has developed and sustained a shared vision.

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7.1.b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

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7.1.d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population,

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communicates the information to school staff and incorporates the data systematically into the school's plan.

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7.1.e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular

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7.1.f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

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7.1.g Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

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7.1.h The school leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

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7.1.i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

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7.1.j There is evidence that the SBDM council has an intentional focus on student academic performance.

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7.1.k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.

## 8.0 – ORGANIZATIONAL STRUCTURE AND RESOURCES\*

4	3	2	1

8.1.a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

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8.1.c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

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8.2.a The school provides a clearly defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.

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8.2.b The school budget reflects decisions made about discretionary funds/ resources and are directed by an assessment of need or a required plan, all of which consider appropriate data.

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8.2.c The school council analyzes funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

**9.0 – COMPREHENSIVE AND EFFECTIVE PLANNING\***

4	3	2	1

- 9.1.a There is evidence that a collaborative process is used to develop the vision, belief statements, mission, and goals that engage the school community as a community of learners.

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- 9.6.a The Comprehensive School Improvement Plan is implemented as developed.

**EVALUATOR'S COMMENTS**


**EVALUATEE'S COMMENTS (optional)**


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**Evaluatee Signature**

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**Date**

---

**Evaluator Signature**

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**Date**

# GRANT COUNTY SCHOOLS Principal SUMMATIVE EVALUATION

(This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Date(s) of Conference(s): 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**Standard(s):**

*Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.*

- |       |    |   |
|-------|----|---|
| _____ | 1. | The principal develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.   |
| _____ | 2. | The principal uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.                                    |
| _____ | 3. | The principal's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.   |
| _____ | 4. | The principal functions as an effective member of the learning community and supports a climate conducive to performance excellence.  |
| _____ | 5. | The principal works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.                             |
| _____ | 6. | The principal provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.            |
| _____ | 7. | The principal's instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. |
| _____ | 8. | There is evidence that the principal is organized to maximize use of all available resources to support high student and staff performance.   |
| _____ | 9. | The principal assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.     |

**Evaluator Summary of Overall Performance (Check One)**

\_\_\_\_\_ Consistently Meets Standards
 \_\_\_\_\_ Inconsistently Meets Standards
 \_\_\_\_\_ Does Not Meet Standards

**Recommendations:**

\_\_\_\_\_ Reemploy in Current Position
 \_\_\_\_\_ Reassign to \_\_\_\_\_
 Dismiss/Non-Renew as of \_\_\_\_\_

**COMMENTS:**

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**To be signed after all information above has been completed and discussed:**

**Signatures imply that the evaluator completed this report and the evaluatee has read this report.**

\_\_\_\_\_  
**Evaluatee's Signature/Date**

\_\_\_\_\_  
**Evaluator's Signature/Date**

## GRANT COUNTY SCHOOLS Counselor Formative Evaluation Report

Name \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

### Standards Performance

4 = Consistently      3 = Frequently      2 = Occasionally      1 = Seldom

#### 1.0 Curriculum

4	3	2	1

1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).


1.1.e The counselor's curriculum provides specific links to continuing education, life, and career options.

1.1.g The counselor promotes access to a common academic core for all students.

#### 2.0 Classroom Evaluation Assessment

4	3	2	1

2.1.d Test scores are used to identify curriculum gaps.

2.1.g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

#### 4.0 School Culture

4	3	2	1

4.1.a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys)


4.1.d Counselors are involved in both formal and informal decision-making processes regarding teaching and learning.

4.1.g Counselor communicates regularly with families about individual students' progress (e.g., engage through conversation)

4.1.h There is evidence that administrators and staff care about students and inspire their best efforts.

--	--	--	--

4.1.k The counselor provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.

--	--	--	--

4.2 There is evidence that counselor exhibits promptness, participation & professionalism in all school-related endeavors.

#### 5.0 Student, Family, and Community Support\*

4	3	2	1

5.1.a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

--	--	--	--

5.1.b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC, ESS).

--	--	--	--

5.1.c The counselor assists in providing organizational structures and supports instructional practices to reduce barriers in learning.

--	--	--	--

5.1.d Students are provided with leadership from the counselor a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

--	--	--	--

5.1.e The counselor maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

#### 6.0 Professional Growth, Development, and Evaluation\*

4	3	2	1

6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.


6.1.b The counselor has an intentional plan for building instructional capacity through on-going professional development.

6.1.c The counselor's professional development priorities are set in alignment with goals for student performance

#### 7.0 Leadership\*

4	3	2	1

7.0.a Adheres to the professional code of ethics (16 KAR 1:020)

7.0.b Adheres to leadership responsibilities of attendance and punctuality

7.1.a The counselor has developed and sustained a shared vision.

7.1.d There is evidence that the counselor disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

### 8.0 Organizational Structure and Resources\*

4	3	2	1

8.2.d The counselor utilizes state and federal program resources (Safe School, Title I, IDEA, FRYSC, ESS) to address student needs identified by the school/district.

### 9.0 Comprehensive and Effective Planning\*

4	3	2	1

9.2.a There is evidence the school/district planning process involves collecting, managing, and analyzing data with assistance from the counselor.

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9.6.d There is evidence of attempts to sustain the commitment to continuous improvement with assistance from the counselor.

### EVALUATOR'S COMMENTS


### EVALUATEE'S COMMENTS (optional)


\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

Tenured \_\_\_\_\_  
 Non-Tenured \_\_\_\_\_  
 School Year \_\_\_\_\_

**GRANT COUNTY SCHOOLS  
 Counselor  
 SUMMATIVE EVALUATION**

(This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Date(s) of Conference(s): 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**Standard(s):**

*Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.*

- |       |    |   |
|-------|----|---|
| _____ | 1. | The counselor develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.   |
| _____ | 2. | The counselor uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.                                    |
| _____ | 3. | The counselor's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.   |
| _____ | 4. | The counselor functions as an effective member of the learning community and supports a climate conducive to performance excellence.  |
| _____ | 5. | The counselor works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.                             |
| _____ | 6. | The counselor provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.            |
| _____ | 7. | The counselor's instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. |
| _____ | 8. | There is evidence that the counselor is organized to maximize use of all available resources to support high student and staff performance.   |
| _____ | 9. | The counselor assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.     |

**Evaluator Summary of Overall Performance (Check One)**

\_\_\_\_\_ Consistently Meets Standards      \_\_\_\_\_ Inconsistently Meets Standards      \_\_\_\_\_ Does Not Meet Standards

**Recommendations:**

\_\_\_\_\_ Reemploy in Current Position      \_\_\_\_\_ Reassign to \_\_\_\_\_ Dismiss/Non-Renew as of \_\_\_\_\_

**COMMENTS:**

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**To be signed after all information above has been completed and discussed:**

**Signatures imply that the evaluator completed this report and the evaluatee has read this report.**

\_\_\_\_\_  
**Evaluatee's Signature/Date**

\_\_\_\_\_  
**Evaluator's Signature/Date**

## **STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

### **1.1 Communicates concepts, processes, and knowledge**

Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

### **1.2 Connects content to life experiences of students.**

Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

### **1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.**

Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

### **1.4 Guides students to understand content from various perspectives**

Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

### **1.5 Identifies and addresses students' misconceptions of content.**

Initial-Level Performance	Advanced-Level Performance
identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

## STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### 2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

### 2.2 Uses contextual data to design instruction relevant to students.

Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.

### 2.3 Plans assessments to guide instruction and measure learning objectives.

Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

### 2.4 Plans instructional strategies and activities that address learning objectives for all students.

Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

### 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

### STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### 3.1 Communicates high expectations.

Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

#### 3.2 Establishes a positive learning environment.

Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.

#### 3.3 Values and supports student diversity and addresses individual needs.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

#### 3.4 Fosters mutual respect between teacher and students and among students.

Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

#### 3.5 Provides a safe environment for learning.

Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

## STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

### 4.2 Implements instruction based on diverse student needs and assessment data.

Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

### 4.3 Uses time effectively.

Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

### 4.4 Uses space and materials effectively.

Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

### 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

## STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### 5.1 Uses pre-assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

### 5.2 Uses formative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

### 5.3 Uses summative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

### 5.4 Describes, analyzes, and evaluates student performance data.

Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

### 5.5 Communicates learning results to students and parents.

Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

### 5.6 Allows opportunity for student self-assessment.

Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

### 6.1 Uses available technology to design and plan instruction.

Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

### 6.2 Uses available technology to implement instruction that facilitates student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

### 6.3 Integrates student use of available technology into instruction.

Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

### 6.4 Uses available technology to assess and communicate student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

### 6.5 Demonstrates ethical and legal use of technology.

Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

### 7.1 Uses data to reflect on and evaluate student learning.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.

### 7.2 Uses data to reflect on and evaluate instructional practice.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

### 7.3 Uses data to reflect on and identify areas for professional growth.

Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

## STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### 8.1 Identifies students whose learning could be enhanced by collaboration.

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

### 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

### 8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

### 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

## **STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

### **9.1 Self assesses performance relative to Kentucky's Teacher Standards.**

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

### **9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.**

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

### **9.3 Designs a professional growth plan that addresses identified priorities.**

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

### **9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.**

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

**10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.**

Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

**10.2 Develops a plan for engaging in leadership activities.**

Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

**10.3 Implements a plan for engaging in leadership activities.**

Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.

**10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.**

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS-2008 ISLLC STANDARDS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>1. <u>Vision</u></b>	An education leader promotes the success of every student by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</b>
<b>2. <u>School Culture and Learning</u></b>	An education leader promotes the success of every student by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>
<b>3. <u>Management</u></b>	An education leader promotes the success of every student by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b>
<b>4. <u>Collaboration</u></b>	An education leader promotes the success of all students by <b>collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>
<b>5. <u>Integrity, Fairness, Ethics</u></b>	An education leader promotes the success of every student by acting <b>with integrity, fairness, and in an ethical manner.</b>
<b>6. <u>Political, Economic, Legal</u></b>	An education leader promotes the success of every student by <b>understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</b>